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WORKPLACE EDUCATION MINI COURSE PILOT PROJECT FINAL REPORT

SEPTEMBER, 1993

941/88

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Robert V. Antonucci
Commissioner

September, 1993

I am pleased to present this report on the design, implementation and evaluation of a Mini Course Pilot Project for workplace educators that was developed and successfully implemented during fiscal year 1993 through our Massachusetts Workplace Education Initiative. The Mini Course Pilot Project was one of three staff development pilot projects. The other initiatives were a mentoring project and an agency- or partnership-based orientation program. These initiatives were designed in response to a United States Department of Education recommendation, an increase in requests for technical assistance, and partnership need.

With the development of these staff training and development programs. the Department has strengthened its leadership role in workplace education within the Commonwealth, as well as within the nation. Accomplished as a joint effort of the field and Department staff, these pre- and in-service programs are the first of their kind in Massachusetts and belong to the very few developed elsewhere in the nation. They represent an oustanding example of the Department's theme: " Working Together for Better Results."

We are confident that with these staff training initiatives we have begun an exciting but challenging journey that will further support workplaces in their progression towards becoming high-performance work organizations, and, at the same time. will enhance the quality of services which ultimately benefits the adult learner.

Sincerely,

Robert V. Antonucci

Robert V. Antonucci
Commisioner of Education

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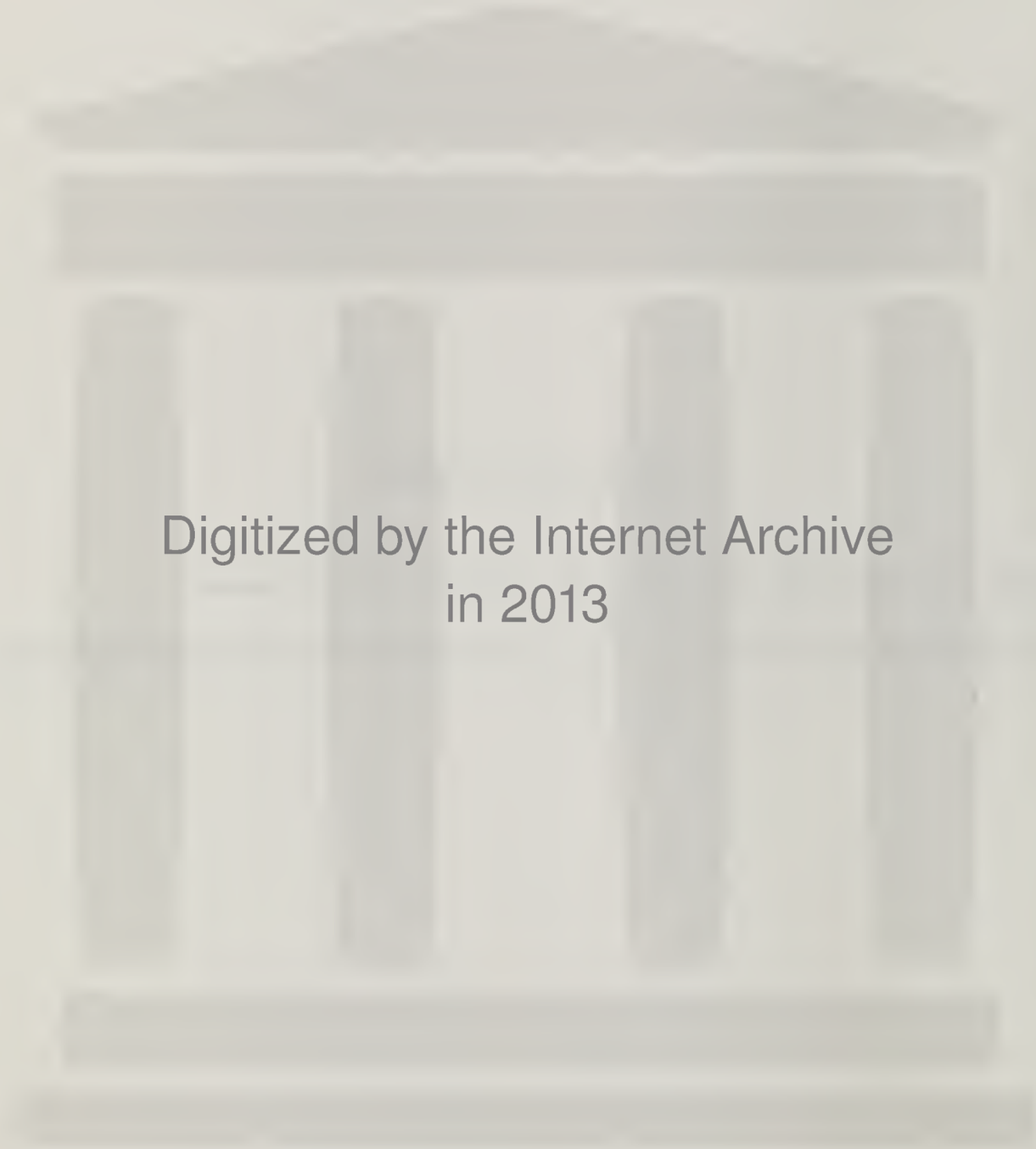
Massachusetts Workplace Education Initiative, System for Adult Basic Education Support, Adult Literacy Resource Institute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WORKPLACE EDUCATION RESOURCE SERIES:

Workplace Education Mentoring PIlot Project Final Report
17419-82-150-9/93-DOE

Workplace Education Sample Evaluation Report
17420-30-150-9/93-DOE

Workplace Education Mini-Course Pilot Project Final Report
17421-44-150-9/93-DOE

Transforming the Training Manual into a Learning Experience
17422-19-150-9/93-DOE

Math in the Workplace
17423-20-150-9/93-DOE

Learning Differently in Adult Education: Development of a Learning Disabilities Component At Hampden Papers, Inc.
17424-43-150-9/93-DOE

The Role of Counseling in Workplace Education:
Educational and Career Counseling at New England Medical Center
17425-66-150-9/93-DOE

September 15, 1993

INTRODUCTION

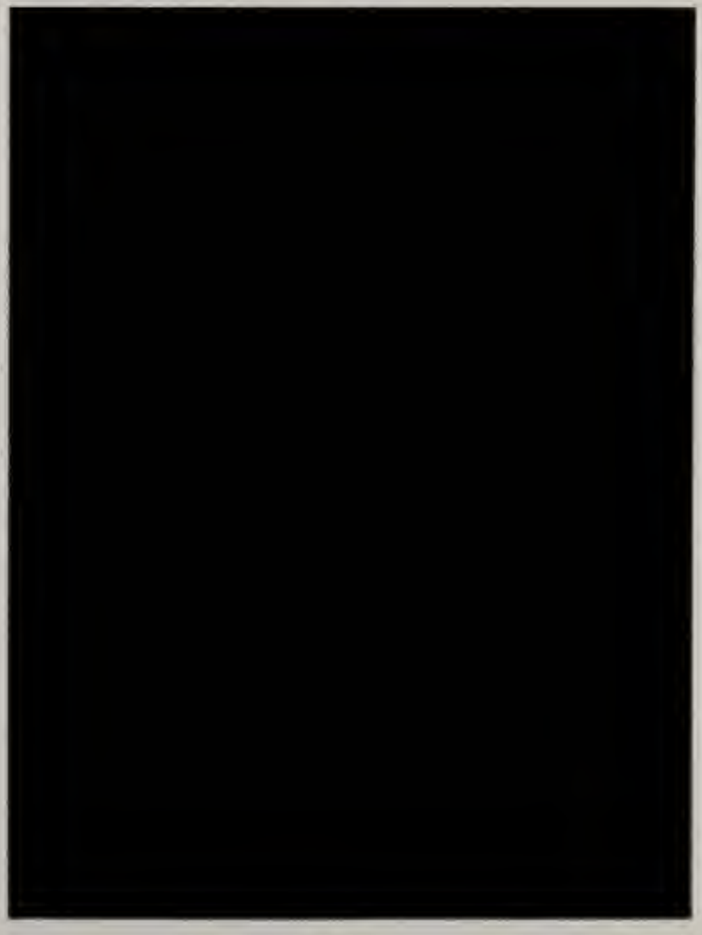
*The main **purpose** for writing this final report is to **document the process and outcomes of a Mini Course Pilot Project** designed by the Massachusetts Department of Education to meet the staff training and development needs of workplace educators in the National Workplace Literacy Program.*

The Mini Course Model was chosen by a sizeable number of programs located in the Greater Boston Region over other staff training and development options because it seemed feasible and cost-effective.

*The report consists of **four sections**. In the first section, Johan Uvin, the Department's Workplace Education Coordinator, gives an **overview of the different staff training and development models** that were piloted and discusses the overall underlying assumptions. In the second section, "**Planning the Mini-Course**," Andy Nash who facilitated the pilot, reviews the goals, intentions, and specific beliefs that were the starting point for the mini-course. The third section, "What Happened and How," is **an account of what happened** and includes training plans, agendas, summaries of group discussions throughout the course, and lists of participants by name and workplace. Section 4, "**What We Learned**" looks back on the effectiveness of the Mini Course and its feasibility as a staff training model.*

From the last section of this report, it is clear that the Mini Course Pilot provided a promising model for initial training of new workplace educators. The Department has already acted on this key finding and has allocated resources to replicate the Mini Course in several regions during the next fiscal year. The Department has also initiated the process of obtaining college credit for participants in future Mini Courses.

This report does not include the specific resources and readings that were used by trainers and presenters throughout the course, as many of these materials are copyright-protected. However, a Resource Series is available that includes these resources and materials.



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Overview of Staff Development Program

OVERVIEW OF STAFF DEVELOPMENT PROGRAM

1. Rationale

The rationale for the Staff Development Program is three-fold:

1.1. Recommendation by U.S. Department of Education.

☛ The Bureau received the following recommendation in response to its proposal to the U.S. Department of Education for Round IV of the National Workplace Literacy Program:

" ... Use funds to cover the costs of a staff development plan. Note that this is for staff of this project at all sites. The plan is to be a systematic effort to provide additional training in literacy audits, curriculum development, evaluation and assessment for workplace literacy instruction. It is not acceptable to incorporate conferences (...) that are attended custumarily by staff. Plan and develop original training that must include face-to-face training and may not be limited to distribution or development of training materials."

" ... The plan should contain systematic methods of training teachers and other staff in areas related to the workplace literacy project activities such as additional training in job task analysis, curriculum development, or working in the corporate culture."

Source: Funding Documentation for Grants and Cooperative Agreements V198A20305, U.S. DOE, April 3, 1992.

☛ In response, the Department designed a work plan for staff development.

1.2. Partnership Need.

☛ During site visits in October 1992, all 7 partnerships expressed an urgent need for initiatives that would meet the staff training and development needs of their staff. The field visits also revealed that the diversity of programs in terms of program design, program timelines, program resources, type of services provided, staffing patterns, experience and qualifications would make it virtually impossible to identify one staff training or development model that would accommodate the idiosyncrasies of the 17 worksites involved.

☛ Discussions also revealed that few partnerships were offering formal and workplace education specific training and on-going staff development activities to their staff.

☛ Staff also clarified that their needs implied more than teaching including areas such as program development, curriculum development including assessment and evaluation, and program administration.

☛ Three possible models emerged from these initial discussions:

a mentorship program where the needs of one-staff programs could be met using a one-on-one model;

an agency-based orientation and staff development program including a partnership/company-specific component to address the needs of staff working at different sites but for the same agency; and

a regional mini-course to address the needs of program staff in areas where the geographic distribution of programs was as such that it seemed feasible from a cost-effectiveness point of view to address the needs of practitioners from several partnerships simultaneously.

☛ The initial site visits also revealed that substantial amounts of expertise were locked up in a few partnerships or programs. This expertise would be worthwhile sharing through the dissemination of resources or through the involvement of more experienced staff in training and staff development design and implementation.

☛ Learning providers also identified the lack of a labor pool of qualified workplace educators they could recruit from.

To confirm the findings of these informal needs assessment activities, a survey was sent out. The majority of programs responded and repeated the same needs and same ways to address them as those identified in the initial site visits.

1.3. Increase in Requests for Technical Assistance.

☛ An increasing number of requests for technical assistance were communicated to the Department. As many requests addressed recurring themes, the Department decided to be pro-active by addressing these requests systemically instead of addressing needs individually in a reactive mode.

2. Underlying Principles

Based on the the initial site visits and the findings of the survey, the Department inferred general principles that should underlie the design and implementation of a systematic staff training and development program. The program should:

- **aim ultimately at improving the skills of workplace educators** to ensure responsiveness and quality of the services they provide adult learners with;

- **build on the experience that is available** by involving experienced providers and staff in training and through the sharing of information on successful practices (e.g. through developing and disseminating resources that document successful practices);

- **build a pool of qualified workplace educators** by training experienced project staff as trainers;

- **develop, pilot, and document customized models** that accommodate the idiosyncrasies of partnerships;

- **involve the field** in the design, implementation and evaluation of staff development models;

- **build the capacity of the field** to do its own staff training and development by disseminating information on how to develop customized models for staff training and development;

- **acknowledge the wide range of options** staff can select to meet their needs.

3. Overall Goals and Design

☐ Using these guiding principles, the Department allocated the necessary resources to develop and implement a (pilot) staff development program and approached the System for Adult Basic Education Support (S.A.B.E.S.) with the request to collaborate on the developmental work that needed to be accomplished.

☐ In December of 1992, the Department and SABES confirmed the feasibility of developing and implementing pilot projects for staff training and development. At this meeting, the following two overall goals were set for the pilot phase:

> **(1) to ensure the quality and continuous improvement of the workplace education delivery system, in general, and the NWLP, in particular; and**
>
> **(2) to build the capacity of the delivery system to respond to the growing demand for work-related education.**

☐ The Department and SABES confirmed that during the pilot stage activities should include a mentoring project for beginning workplace educators, an agency-based training program for workplace education staff, and a regional mini-course for professionals and para-professionals. A timetable was set for the pilot (Spring of

1993) and for its evaluation (Summer 1993).

☐ In preparation for the pilot stage, subcommittees were established for each of the pilots consisting of project staff, SABES staff, and Department staff. The Department's Workplace Education Coordinator for the National Workplace Literacy Program was assigned to coordinate the efforts of the subcommittees.

☐ The Department then solicited applications from business leaders, labor officials, education providers, and learners who would like to share their experiences and expertise with developing programs. The rationale behind this request was to establish a pool of qualified mentors, trainers, or resource persons that programs and the Department could draw from in planning current and future training of workplace education staff. As a result, the Department and the field have now at their disposal a Directory of Resource Persons and Trainers for Workplace Education ("Who's Who in Workplace EDucation in Massachusetts ?").

☐ Both the Department and SABES realized that in addition to the pilot projects, the Department should continue to facilitate staff development initiatives and provide additional kinds of support. To date, these initiatives have included:

- ☞ A Coordinator Support Network (monthly);
- ☞ A Sharing Network for All NWLP Staff (quarterly);
- ☞ An Orientation for Planning and Evaluation Teams (3 hrs.);
- ☞ A Training in Data Analysis for Planning and Evaluation Teams (5 hrs.);
- ☞ Two Statewide Sharing Sessions for Planning and Evaluation Teams (2 X 5 hrs.);
- ☞ On-Site Support to Planning and Evaluation Teams through Partnership Evaluation Resource Persons (20 hrs.).

Planning the Mini-Course

Planning Goals, Assumptions, and Intentions

1) The mini-course is intended for teachers who are new to the field of workplace education. A limited number of experienced practitioners who are preparing to become future trainers will also attend.

2) The mini-course is designed to be planned, yet flexible. The curriculum outline is based on anticipated needs but includes opportunities for on-going feedback and change. Within the constraints of planning for participants who come for varied reasons and from diverse contexts, we aim to keep the course as participatory and responsive as possible.

3) The course is an introduction to the field and, as such, uses a broad brush to cover the many aspects of workplace education. We assume that follow-up staff development will be necessary to address, in more depth, the specific concerns and questions that remain at its end.

4) While the course is inclusive in presenting a variety of sometimes competing approaches to workplace education, our goal is to help teachers develop their own analytic frameworks for critically examining these approaches and making informed pedagogical choices.The minicourse does not intend to provide definitive answers for the particular dilemmas that teachers face, but rather focuses on tools - strategies, processes, and frameworks - that help us understand and approach those dilemmas creatively and effectively.

5) Varied activities and group configurations will help teachers apply modeled approaches to their own teaching contexts: whole group discussions will draw out the many facets and complexities of each topic, small groups will focus on specific situations and shared issues, and individuals (via journals) will relate ideas from each session to their own experience and knowledge. Our model relies on participants to share ideas, challenge assumptions, model effective practices, and support peers in grappling with their own questions.

6) Hands-on activities will give participants opportunities to experience the various roles they will play as workplace educators (teacher, student, curriculum developer, program planner, mediator, etc.).

What Happened and How

Session 1: Laying the Groundwork

Suggested reading: Stein & Sperazi, "Chart Comparing Work Organizations"
Darrah, "An Ethnographic Approach to Workplace Skills"
"Introduction" to The Labor Page

Welcome and introduction to D.O.E. training models 1:00
"Housekeeping" - course schedule, how participants were selected, introduction of facilitator, etc.Johan Uvin to discuss evolution of the three DOE staff training models, how they fit into overall staff development plan.

Introduction activity 1:20
Interview a partner about where they work, who they teach, why they are in this work. Partners present one another. Create group resource list.

Questions we bring/needs assessment 1:45
Journal writing about a concern that the course might help you address. Share (voluntarily) in small groups. Discuss the journaling process. Did it help you clarify or articulate your concern?

Course overview 2:00
Look at the course outline. Where do your needs fit in? Are adaptations desired? Facilitator goes over the assumptions that guided the development of the minicourse. Discussion.

What characterizes workplace ed. (as opposed to other teaching)? 2:10
Participants generate list. See Group Document #1. Discussion of setting, students, content and role of teacher, especially the two-sided nature of each:
Setting: convenient, but not always a "safe" place for students to speak honestly about their needs and concerns
Students: workers may already be a community, which is positive in terms of shared experiences/knowledge and developed relationships, but may also entail cliques, established pecking orders, etc.
Teacher's roles: diverse roles (teacher, liaison, advocate, trainer, etc.), but can be overwhelming, teacher can feel isolated, a part-time outsider
Content: contextualized and relevant, but can be narrowly-defined and limited

"The Partnership" roleplay 2:30
Discussion: What do you see happening? How do partners' goals conflict or complement one another? Any sets more important than others?
Activity: In groups, think about your own workplaces. Who are the players? What are the issues among them? In what ways have you dealt successfully with conflicting needs? Which remain unresolved? See Group Document #2.

Break 3:00

Overview of workforce development movement and current trends 3:10
Discussion of some of the terms, issues and trends that have come up here and in the readings: future workplace skills, TQM, training vs. education, etc. Sharing of experiences, discussion of the history of worker education and current approaches, including participatory "empowerment" approaches. (Intention to add this approach to Stein/Sperazi chart and to have participants relate the discussion to the work at their own programs, but time didn't permit.)

Daily evaluation 3:50
What was the most helpful/least helpful part of today?

Session 2: Program Design

Suggested reading: Burnaby and Belfiore, Chapter 3 from Teaching English in the Workplace

Check-in/teacher-sharing about program design 1:00
Who are the players in your program? Are you clear about what each one expects from the program? How do you know?

Considerations in negotiating a workplace program 1:15
Activity: Each small group is given one area of program design to focus on. They include: space/location, recruitment, grouping students, purpose and goals, needs assessment, evaluation, scheduling, curriculum development, and scope of teacher's work. Groups brainstorm a list of questions and considerations they would need to take into account when negotiating the start-up of a workplace education program. See Group Document #3.

Partnerships - three models 2:00
Presenters discuss the program designs that have emerged from their particular contexts. See Resource Guide.

Cindy Cook - Altron Corporation
Harneen Chernow - S.E.I.U. Worker Education Program
Luanne Selk - Beth Israel Hospital

Break 3:00

Planning and Evaluation Teams 3:10
Video about the importance of various ingredients in an effective planning and evaluation team.

Journals (writing and sharing) 3:35
Not done due to shortage of time.

Daily evaluation 3:50
What will you remember about today?

Session 3: Curriculum Development

Suggested reading: Uvin, "Teacher, You Decide," in Connections
Burnaby and Belfiore, Chapter 6
Simon, Dippo, and Schenke, Chapter 6 from Learning Work

Journals 1:00
Any new thoughts about your original concern? New questions?

Discussion of our assumptions about curriculum development 1:15
Activity: Small groups look at the following list of statements about curriculum development, select the few most interesting and discuss whether or not they agree with them.

Agree/Disagree/Not Sure

1) Students expect teachers to know what they should learn to succeed in the work world and it should be our priority (via the curriculum) to help them do this.

2) Students need a clearly sequenced and structured curriculum in order to cover the skills and language that they need.

3) If we focus the curriculum on improving communication skills (both oral and written), then everyone will get their needs/agendas met.

4) The best way to handle a multi-level class is to individualize instruction and not use a curriculum.

5) A good curriculum, no matter how flexible, should be grounded in some structure. It doesn't matter if the structure is skills-based or theme-based.

6) Students have varied needs and interests. When teachers try to include them in the curriculum development process, it becomes difficult to decide when to move on, what theme to study next, which skills to practice, etc.

Come back to whole group to bring remaining questions/concerns for discussion. As time allows, consideration of these questions: What should a curriculum do? How do you balance the needs/expectations of partners in your curriculum? How do you decide how much to shape the curriculum? What do you pre-determine and what do you allow to emerge? How do you know when to move in? How is this problem addressed in the readings? What are other models of curriculum design? What are their goals? Whose needs are addressed by them? What is the affect of TQM on curriculum development?

Presentation of curriculum models 1:55

Introduction of three models of workplace curriculum development, with examples. See Resource Guide.

Functional context: Let's Work Safely
Ethnographic: The Working Experience
Participatory/critical: ESL for Action, English for the Workplace

Technology-related curriculum 2:10

Presenation by Judy Hikes.

Break 2:50

Development of curriculum outlines 3:00

Small groups choose an issue, i.e. Health & Safety. Referring to the previous discussion questions, identify a set of students and then outline a curriculum for your topic. What do you include/exclude and why? What do you want people to be able to do? How will you account for emerging or changing student needs? Present to whole group. See Group Document #4. What was difficult about this? Which curriculum model did you use? Why?

Remaining questions 3:45

Daily evaluation 3:55

How would you compare this session to the previous two?

Session 4: Assessment and Evaluation

Suggested reading: John Comings letter in Adventures in Assessment

Check-in/teacher-sharing with chart activity 1:00

Individuals chart their own answers to these questions:

What do you consider to be a sign of student/class progress?
What evaluation tools do you use?
What information do they give you?
What information do they leave out?
How can you gather that information?

Compare/analyze responses. Group brainstorms effective evaluation tools.

Revisiting our curriculum outlines 1:30

Going back to last session's curricula, how could you build in ways to document the on-going progress of students? What would be signs of progress (for individuals, the class)? How would your evaluation tools address the needs of the partners?" Regroup and present/discuss.

Break 2:00

Assessment and evaluation 2:05

Presentation by Johan Uvin and Cathy Rentsch. See Resource Guide. Group documents their ideas about assessment and evaluation. See Group Document #5.

Journals 3:35

Daily evaluation 3:55

"Chart your energy level over the course of today's session."

Session 5: Materials Development

Suggested readings: Nettle, "The Process and the Product"
Burnaby and Belfiore, Chapter 5

Check-in/teacher-sharing 10:00

Choosing materials - Clarifying our purposes and critiquing texts 10:15

Group examines an example from published workplace education materials to analyze whether or not it meet s its claims (with more time, the group could look at several and compare). What is the purpose of the material? Was the purpose achieved? From whose perspective does the work problem come? What are the underlying assumptions of this material? (What are the unstated messages about work? Workers? Learning?) What are the implied solutions?

Using video 10:45

Presentation by Lenore Balliro

Creating a paper quilt 11:30

Presentation by Helen Guran

Break for lunch 12:30

Materials Fair 1:00

Two sessions of six simultaneous presentations. Each session is 45 iminutes long, with a five-minute break in between. You can choose to attend any two sessions from among the following presenters: MassCOSH on their health and safety curriculum, Donna Curry on math, Michael Hillinger on computer-based teaching, Janice Rogers on learning disabilities, Debra Burwick on counseling, and Merle Coughlin and Jane Brown on initial assessment. See Resource Guide.

Journals 3:35

Thoughts on the application of new ideas to your own teaching(?)

Daily evaluation 3:55

General reactions.

Session 6: Wrap-up and Next Steps

Looking at materials and resources 1:00

Peruse selection of resources from ALRI library and personal collections.

Lingering issues 1:30

Group makes list of concerns that remain. Individuals group themselves according to the issue they most want to discuss. Small group discussion and then report back.

Final journaling and course evaluation 2:15

Final reflections on how your thinking has changed during the course. Then voluntary sharing of these thoughts and comments on the mini-course in general. Finally, a written evaluation.

Next steps 3:00

How can your remaining questions/concerns be addressed?
Ideas for future staff development include: joining the workplace education teacher-sharing group, focus groups/work groups, workshops on selected topics - student-centered curriculum, training of trainers, developing an effective partnership.

"Meet the Players" Party 3:15 - 5:00

Group Document #1:
What Characterizes Workplace Education?

Expectations/Needs

Employer expectations for application
Employee goals
Unrealistic goals
Conflicting goals
Resentment of management goals

Workplace Context

Diverse learning needs
On-going needs assessment
Assessment tools needed
Cultural conflicts: among workers and between workers and management
Contextual/situational
Teacher unfamiliar with workplace culture
Students feel valued
Visible results
Older students
Faster progress
Space issues
Need to recruit

Teaching Conditions

Lack of structure and relationships
Teacher develops everything
Higher pay
Teacher plays many roles
Teacher confused about allegiance
Technical support for teachers

Group Document #2:
Suggested Strategies for Dealing with Workplace Ed. Dilemmas

Summary of suggestions: Establish a well-planned educational structure ahead of time. This should include some sort of planning and evaluation team or advisory board that will meet regularly to deal with program needs or issues. Take the time to allow all "players" to clarify and articulate their goals/expectations. Create a structure that allows everyone to participate comfortably.

Relationship between education provider and company

Involve "power" person in the team
Involve people who have decision-making authority

Differing needs of company and learner

Workshops
Sharing sessions for supervisors (about issues that come up on the floor, etc.)
Student reps on Planning and Evaluation Team (PET)/Advisory board

Unclear or unrealistic expectations/goals

Training workshops for supervisors and management BEFORE program begins
Language and culture workshops/shock language
Supervisor/manager information sessions
Allow time for goals clarification in program set-up

Supervisor "attitude" (non-interest) or lack of cooperation

Involve supervisors in initial planning, goal setting
Get supervisors to come to class
Supervisor sharing sessions
Information session
PR program
Develop relationships with supervisors over time
Teacher negotiate between supervisors and students

Representing the worker

Declare an agenda and fight for it
Educate employers as well as employees
Empower students
Hire student-focused teachers
Avoid the conflict (be subversive): do what you say you will + don't mention the rest
Make sure students have real power in program decision-making (not just advisory)

Differing needs of workers (as from different departments)

Open attitude of teacher and development of relationships with students
Curriculum/materials that are catered to individuals
Generalized curriculum
Classroom management
Careful selection of students

Evaluation

Address at PET/Advisory board

Space

Insist on one (no space, no class)
Have company show that they think program is important

Remaining problems/concerns

PET or Advisory Board?
Assessment
How to develop relationships with the right ("powerful") people
Lack of trained teachers
Ongoing political conflict
Company commitment to release time for students
Unrealistic expectations
Uneven support throughout company
Student involvement (beyond attending class)

Group Document #3:
Questions and Considerations When Negotiating Program Start-Up
(From the perspective of the education provider)

Purposes and goals of the program

What are the goals and scope of program (according to company, workers, educators)
Is an education program the way to meet those goals?
How did the program evolve?
Where did the money come from?
What's the history of labor-management relations?
Who are the learners? (By job, ethnicity, background)
When do you want it? Duration of course?
Time and financial resources for development?
Materials available?
Pre-assessment?
Are there career ladders that education can help workers climb?

Needs assessment

Evaluate common needs
What are students' expectations and how do they translate into the purpose and goals of the program?
Whose needs am I assessing?
How will a needs assessment be done and what kind of support is provided to carry it out?
Are the educational goals realistic in terms of the students to be served?
What type of work experience do they have?
Levels of education expected?
Are cultural and language backgrounds different?
An interview process of a battery of test to determine literacy level, etc.?
Must be on-going

Evaluation

Who are we evaluating?
Why?
How often?
How/what format? (oral, written, quantitatively, qualitatively)
How do we define "progress"?
Who will do the evaluation?
For diagnostic purposes?
Confidentiality - Who will interpret the data? Who will we share data with?
How to evaluate minimal native language literacy?
Will we "recycle" data into curriculum?
Supervisors should not be evaluators of classroom progress

Recruitment of students

How supportive is management to program?
Use flyers and brochures to attract students
Use pictures and different languages on flyers
Give a demonstration class to attract students
Notes in pay envelopes

Who will do the recruitment?
How is program named/perceived? What language is used to describe it?
Participation should be voluntary

Grouping students

Are all students from the same career/position?
Level of English?
What is the time availability (work considerations - who can leave when)?
Company commitment in form of time (paid)?
Student choice or company choice?
Tutoring an option?
Grouping by: job? level? interest? self-selection?

Space / location of class

Is the space available on a regular basis and does this space afford privacy?
Is the space large enough to accommodate the class?
Is it adequately lit and ventilated?
Is the space safe?
What messages does the space give about the value of workers and the value of education?

Scheduling

Preferrably 4-6 hours per student; minimum of 3 hours
Avoid end of shift
All paid time/work release
Minimum of two times per week
Run in 10-12 week sessions
Can people access the program (consider daycare and transportation issues, etc.)?
Are students paid to come on day off?

Scope of teacher's job

Will teachers have access to workplace materials?
Workplace-specific curriculum?
Can teachers shadow workers as they work?
Are teachers paid for pre- and post-course development work?
Who does the teacher work for?
Teacher respected for expertise (about hours of classwork needed, etc.)?
Who will coordinate the program on-site?

Curriculum development

Who is involved in this?
Who defines what it is?
Curriculum should flow from the needs assessment
Cultural/workplace/student/partnership relevance is key

Group Document #4:
Notes on Your Curriculum Outlines

Communication and Teamwork

Brainstorming (What is teamwork?)
Conversation webs (Who do you talk to?)
Exploring roles (by power)
Sequencing (?)
Sorting responsibilities of each role
Goal-setting (for individuals, the workplace, etc.)
Topics and strategies for following up on those goals (What should students be able to do?)

Stress

Define what stress is for you
Identify the causes of stress for you
How does stress affect you?
Draw the body and identify physical effects
Group people by aches and problem-solve
What does stress look like for you? (Draw it.) What are your coping strategies?
Identify areas that can be changed
Roleplays to help initiate changes

Measurement

Simulations of problems
Students bring in their own problems
Understand how and be able to measure accurately

Stress

Recycle student-generated issues from past classes (anxiety, insomnia, etc.)
What is stress (particularly employment-related)?

Group Document #5:
Your Thoughts on Workplace Education Assessment and Evaluation

Assessment: What is it?

The final phase of teaching a "unit"
A testing, a measure, an evaluation
Observation and "sizing up"
Subjective evaluation
A process
Testing
A measuring tool, we hope
Taking a look at what we're (class) doing. Is it helpful? Why/why not?
Focused reflection
Process to determine baseline

Who assesses?

Teacher
Co-worker
Co-worker and counselors
Coordinator
Students and supervisors
Teachers/supervisors
Everyone involved with development of student
GED people
Students and teachers

Who/What is assessed?

Teacher and students
Program
Activities/lessons
Progress of students
The working environment (specific jobsite)- how supportive of learning is it?
Communication (language) education, learning ability
Materials/curriculum
Us!
Everything - teacher, class, and students

Purpose of assessment. Why do it?

To measure strengths/weaknesses
Proof of strengths/weaknesses
So we know how we're doing
To find out where students are and where they're going
To help with curriculum design
Placement
Student self-awareness of progress
Justification of funding
To convince management of need
To be able to prove that workplace education works

How is assessment conducted? Process?

Written/oral tests
Interviews with supervisors, participants, and other company people
Surveys
According to what's being assessed
Feedback from students, supervisors invormally, observing class
Messages via phone machine
Oral interviews, small/whole group discussions

How often does assessment take place?

Beginning of each 12-week cycle
Mid-cycle and end of classes, also anytime informally
About once a week or "spirals" less frequently
Mid-cycle and end and once a week logs
Weekly
Pre- and post-class
Pre/post and here and there in between
Daily, end/beginning of semester, whenever we need to stop and look more closely

When does it take place?

From first meeting with business partners and students - ongoing
End of official term
Beginning/mid/end of cycle
Weekly
When teacher feels ready
All the time; on-going
Before classes are set up

Who designs process?

Planning and evaluation team
Supervisors
Instructors
Adult education specialist
Some student input taken into account by teacher
Some counselor input
Teacher and coordinator (maybe) and maybe students and maybe support team
Coordinator

Minicourse Agendas

Session 1: Laying the Groundwork

Suggested reading: Stein & Sperazi, "Chart Comparing Work Organizations"
Darrah, "An Ethnographic Approach to Workplace Skills"
"Introduction" to The Labor Page

Welcome and introduction to D.O.E. training models	1:00
Introductions	1:20
Questions we bring/needs assessment	1:45
Course overview	2:00
What characterizes workplace education?	2:10
"The Partnership" roleplay	2:30
Break	3:00
Overview of workforce development movement and current trends Our own experiences; Discussion of readings; Perspectives on workplace education; Glossary of common terms	3:10
Daily evaluation	3:50

Session 2: Program Design

Suggested reading: Burnaby and Belfiore, Ch. 3 from Teaching English in the Workplace

Check-in/teacher-sharing about program design	1:00
Considerations in negotiating a workplace program	1:15
Partnerships - three models Cindy Cook - Altron Corporation Harneen Chernow - S.E.I.U. Worker Education Program Luanne Selk - Beth Israel Hospital	2:00
Break	3:00
Planning and Evaluation Teams - Video and discussion	3:10
Journals (writing and sharing)	3:35
Daily evaluation	3:50

Session 3: Curriculum Development

Suggested reading: Uvin, "Teacher, You Decide," in Connections
Burnaby and Belfiore, Ch. 6
Simon, Dippo, and Schenke, Ch. 6 from Learning Work

Journals: reflections so far	1:10
Discussion of our beliefs about curriculum development	1:25
Presentation of curriculum models	1:55

Presentation by Judy Hikes about technology-related curriculum	2:10
Break	2:50
Development of curriculum outlines	3:00
Remaining questions	3:45
Daily evaluation	3:55

Session 4: Assessment and Evaluation

Suggested reading: John Comings letter in Adventures in Assessment

Check-in/teacher-sharing with chart activity	1:00
Revisiting our curriculum outlines/thinking about evaluation	1:30
Break	2:00
Presentation by Johan Uvin and Cathy Rentsch	2:05
Journaling (from where you left off)	3:35
Daily evaluation	3:55

Session 5: Materials Development

Suggested readings: Nettle, "The Process and the Product"; Burnaby and Belfiore, Ch. 5

Check-in/teacher-sharing	10:00
Choosing materials - Clarifying our purposes and critiquing texts	10:15
Presentation by Lenore Balliro on using video	10:45
Creating learning materials with Helen Guran	11:30
Break for lunch	12:30
Materials Fair: Two 45 minutes sessions of six simultaneous presentations. Choose any two sessions: MassCOSH/health and safety curriculum, Donna Curry/math, Michael Hillinger/computer-based teaching, Janice Rogers/learning disabilities, Debra Burwick/ counseling, and Merle Coughlin & Jane Brown/initial assessment.	1:00
Journaling (thoughts on applications to your own teaching, etc.)	3:35
Daily evaluation	3:55

Session 6: Wrap-up and Next Steps

Looking at materials and resources	1:00
Lingering issues/group discussions	1:30
Final journaling and course evaluation	2:15
Next steps	3:00
Meet the Players Party	3:15 - 5:00

Workplaces of Mini-Course Participants

New England Medical Center
Polaroid Corporation
Dr. Solomon Carter Fuller Mental Health Center
AFL-CIO
Oficina Hispana
Somerville Hospital
C & K Components
Beth Israel Hospital
Barry Controls
Faulkner Hospital
Bull Information Systems
United Electric Controls
General Electric Fitchburg
Gilette
Brigham and Women's Hospital
Bank of New England
Armenian Nursing Home
Children's Hospital

Workplace Education Resources Developed by Participants/Presenters

The Role of Counseling in Workplace Education
Labor/Management Collaborations in Workplace Education
Collaborations between Small Businesses in Industrial Parks
Company-Based Workplace Education Programs
Teaching Math in the Workplace
Addressing the Needs of Adults with Learning Disabilities
Planning and Evaluation Teams (video)
Curriculum Development Models
Making Technical Texts a Meaningful Learning Experience Using Computer-Assisted Instruction

What We Learned

DOE Workplace Education Minicourse Evaluation

Please share your thoughts about this course.

Lessons from the Pilot

The strongest feedback from practitioners was appreciation for this mini-course as a forum for "sharing issues, concerns, and advice." Over and over, teachers noted their feelings of isolation and the importance of this opportunity to discuss shared questions and talk through ideas for addressing problematic situations. The value of this connection with peers was reflected in the comment of one participant during our evaluation discussion - "I brought you all with me into my negotations with my superivor." We were reminded that community-building and support lies at the heart of a successful training.

It was largely through this teacher-sharing process that teachers were moved to reconsider their practice and clarify their beliefs about what should be happening in workplace education. One teacher put it succinctly in saying that the course helped to "shape many of the concepts, ideas, goals, and expectations that I have about being involved in workplace education." Others noted changes in their ability to articulate and advocate for their pedagogical positions ("I have been taking a much more direct approach at my company in promoting employee participation in determining training goals and in sharing in company profits.")

While almost everyone reported that the mini-course was valuable and prompted them to think about their work in new ways, most people also had concrete suggestions for improvement. The majority of their recommendations had, in some way, to do with the lack of time - time to address issues in greater depth, to discuss the readings, to explore more strategies and models, or to share with peers. The shortage of time had other consequences: journaling time was short-changed; the sessions were less participant-directed than intended, as the facilitator felt bound to keep the group moving through the overview rather than renegotiating each session; reflection and critical analysis were given a back seat to exposure to models and perspectives. In short, we all became aware of the trade-offs involved in focusing on breadth over depth. The planning committee recommends that future agendas be pared down to allow for more thorough discussion of each topic addressed.

We also noticed that feedback reflected quite diverse needs among the group. The mini-course was planned as both an introduction to workplace education for new teachers and as capacity-building/mentoring for future trainers. This meant that the group was comprised of teachers for whom much of this was new as well as teachers who had been thinking about and doing workplace education for many years. The advantage of this was that the new teachers had many resources within the group to draw upon, and much experience to learn from. The disadvantage was that experienced teachers were not always challenged by the course activities/discussions and wanted to focus on specific concerns that were beyond the scope of this mini-course. The planning committee recommends that future courses be limited to new practitioners (with perhaps one or two "future trainers") and that we develop alternative methods of preparing facilitators.

1) What do you think about the course's broad coverage of many areas as opposed to focusing on fewer areas in more depth?

2) What is an aspect of the course that worked for you?

3) What is an aspect of the course that didn't work for you?

4) Did you like the use of readings as background resources, or would you have preferred to use course time to discuss them?

5) Did you like the use of many presenters giving short talks, or would you have preferred fewer presenters for longer chunks of time?

6) Can you think of any work situations in which you've been able to apply knowledge you developed in this course?

7) Apart from its content, what do you think of the minicourse format as a means of staff development?

8) Were there any neglected areas that you wish had been covered in the course?

Lessons from the Pilot

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Glossary: Working Definitions of Some Words and Concepts Used in Workplace Education

Accessibility: The extent to which the program can be reached by employees who want or need it. Used as an important indicator of quality in some programs.

Assessment: Process of collecting and analyzing information on participants, mostly on their learning and the transfer of it to the job. Often used interchangeably with evaluation, which causes confusion. Currently, the majority of Massachusetts workplace education partnerships view assessment as an integral part of evaluation.

Attendance Rate: This term most commonly refers to two sets of data: class and work attendance. The class attendance rate represents the percentage of total student hours attended. This is calculated by dividing the total number of actual hours attended by the total number of possible hours. For work attendance rate, see Work Attendance.

Average: Sum of data divided by total number of data.

Baseline Information: Information usually collected before a program is developed or implemented which provides a basis for planning and evaluation.

Basic Education for Workers: See Worker Education.

Basic Skills: Key skills needed to function in society and the workplace. Also See Workplace Basic Skills.

Basic Skills for Workers: See Worker Education.

Cause and Effect Diagram: Structured brainstorming using a visual representation of the causes and effects of a problem or a series of problems. The purpose is to identify theories regarding the causes of problems. Used in Total Quality Management and Continuous Improvement as a team tool for problem-solving. Draws on team's knowledge of production/service delivery process.

Contextualized Curriculum: Curriculum that aims at facilitating the teaching and learning of skills, knowledge, and attitudes in the context(s) in which they occur.

Contextualized Instruction: Teaching of skills, knowledge, and attitudes in the contexts of society, the workplace, and/or the

experiences of learners. Context-specific materials are used.

Continuous Improvement (CI): High-performance management approach/practice which is customer-driven and process-based. Employs a scientific and team approach to decision making.

Correlation: Relationship between two items of information or measures (e.g. scores).

Cost-Benefit Analysis of A Program: Systematic process by which the (predominantly financial) benefits of a program are compared to the costs.

Cost Effectiveness and Efficiency: Process by which the effects and efficiency of a program are compared to its actual costs.

Cost Savings: The amount of money saved through an action taken. Sometimes used to demonstrate effectiveness of programs. Often the result of a cost-benefit analysis.

Course Outline: Overview of the goals, objectives, content, methods, activities, materials, and timetable of a specific class, course, or instructional sequence. Can be organized using a wide range of criteria (e.g. topics, skills, tasks, situations, etc.). Also See Syllabus.

Critical Incident Analysis/Technique: Systematic way to analyze an event, action or behavior.

Crosstabs: Term used in statistical data analysis. Refers to simultaneous charting of two or more variables or types of information (e.g. age, gender, scores).

Curriculum: Term used to describe the philosophy or approach (i.e. assumptions), mission, goals, objectives, learning arrangements or design (e.g. group instruction), content and method(s) of instruction, assessment and evaluation of a program. Very often used interchangeably with course outline and syllabus, which causes confusion. Curriculum is much broader than syllabus. It involves a description of all aspects of the program.

Customized Instruction: Instruction tailored to the specific needs, goals, and interests of learners and/or partnerships, workplaces, organizations, and communities.

Deviation: Term used in statistical analysis to describe the amount by which information (e.g. a score) differs from some selected reference value (e.g. normal).

Distribution: Charting of numbers

in tables extending from either high to low or low to high. Used to identify the number of items or people that fit into specific groups or categories.

Effort: Resources that have gone into program (e.g. time, people, dollars). Sometimes used as an indicator of program success.

English-as-a-Working Language: Variation of Workplace ESL/ESOL used to describe instruction in those areas of English that deal with work-related communications.

Ethnographic Approach to Workplace Education: Approach to program and curriculum development for workplace education that draws on the research of the cultures of the workplace and the participants. Issues are identified and resolved collaboratively.

Evaluation: Process used to determine the value of a program by collecting and analyzing information about different aspects of it. Called formative when referring to on-going data analysis and collection. Called summative when done at closure of program. In workplace education evaluation commonly includes assessment of learning, transfer of learning, organizational change, and program processes and outcomes.

Feedback: Process of soliciting, giving, and sharing information on an activity, event, or behavior involving all stakeholders.

Fishbone Diagram: See Cause and Effect Diagram.

Flow Chart: Graphic representation of the sequence of steps performed to produce a product, deliver a service, or disperse information. Used by teams in TQM or CI to examine effectiveness of processes.

Formative Evaluation: On-going evaluation which aims at improving a program as it is developing.

Frequencies: Term used in statistical data analysis to indicate the frequency of occurrence of a specific type of information (e.g. gender). Sometimes called frequency distribution.

Functional Literacy: Basic skills needed to minimally function in society or at the workplace. There is no consensus in the field on what functional means. One group of practitioners believes it is possible to identify a specific set of skills. Another group says that different skills or "literacies" are needed for different purposes and in different contexts. Additional views exist.

Functional Context Approach to Workplace Education: Approach to

program development, curriculum development, and instruction that draws on the belief that effective workplace education programs teach the application of basic skills needed to perform job tasks so that transfer of classroom learning to the job is promoted. Common models encourage the development of curricula and instruction from literacy audits that identify key skills. Once learners are assessed to see where they are "skill-deficient," the curriculum and instruction are developed to bridge the skills gap that was identified. Also See Literacy Audit.

Goal: Specific point marking destination, aspiration, or the objective of effort.

Graph: Way to represent data visually by positioning them in relation to a horizontal and vertical axis.

Histogram: Graphical summary of the pattern of distribution or variation in order to provide a "snaphot" of a process at a certain point in time. Helps teams see if data are distributed following a normal (Bell) curve. This analysis enables teams to identify problems.

Indicator: Marker that shows how much progress has been made towards a goal or objective.

Individual(-ized) Education Plan: Summary of needs and goals of learners including an action plan and timetable. Developed jointly by teachers and learners. Mandatory in National Workplace Literacy Program.

Institutionalization: The continuation of publicly-funded workplace education pilot or demonstration projects at the workplace with employer and/or union funds. Goal/Expectation of National Workplace Literacy Program.

ISO 9000: Series of international standards for Quality Assurance Management Systems. Establishes the organizational structure and processes for assuring the production of goods and services that meet a consistent and agreed upon level of quality for a company's customers. A growing number of countries refuse to do business with companies that do not meet these standards.

Job Analysis: Analysis of jobs to identify major duties, responsibilities, tasks, equipment, and materials. Often performed to identify the need for a training program or in anticipation of necessary restructuring or reorganization.

Literacy Audit: Analysis of current or future processes, jobs and tasks

to identify those basic skills required for successful job performance.

Literacy for Workers: See Worker Education.

Literacy Job Analysis: Analysis of job duties, responsibilities, tasks, equipment, and materials to determine literacy requirements. Also See Literacy Audit.

Literacy Task Analysis: Part of literacy job analysis. Breaks down tasks in different steps and identifies materials and equipment needed. Identifies which literacy skills are needed at each step.

Longitudinal Study: Study which looks systematically at aspects of a program or data (e.g. on participants) over a long period of time.

Mean: Average.

Median: Central position or number which divides numbers or measurements into two equal parts when data are organized in increasing or decreasing order.

Mission: Statement that summarizes the philosophy and aspirations of organization, program, project, or team. Common first task for TQM and CI teams.

Organizational Approach to Workplace Education: Approach that draws on the belief that more is needed than workplace education programs in order for workers and organizations to achieve their goals. It examines basic skills within the context of the workplace culture and workplace issues. Its multi-pronged strategy might include: fostering a learning culture, offering plain language workshops, rewriting work documents in clear language, in addition to offering workplace education services.

Organizational Performance: Information that shows how an organization (e.g. a business) is performing in meeting its goals.

Outcome: Result. Can be both anticipated and unanticipated, goal-based or not, positive or negative.

Pareto Chart: Bar chart that ranks problems or causes of problems in descending order of frequency. Helps TQM and CI teams see which problems or causes are more important than others.

Participatory Approach to Workplace Education: Approach which employs a process where the active participation of learners is sought in program-related decision making in the areas of planning; implementation (including areas such as instruction, curriculum

development, assessment); management; evaluation and monitoring. Level of participation may vary depending on program philosophy.

Pay For Skills: Incentive program for employees where the acquisition of specific skills is rewarded financially.

Planning and Evaluation Team (PET) in Workplace Education Programs: Team consisting of employer, supervisor(s), teacher(s), learner(s), and labor representative(s) (if applicable). Responsible for planning, implementation, evaluation, and improvement of a program. Grant requirement for Massachusetts programs funded through the National Workplace Literacy Program.

Qualitative Data/Information: Types of information on the quality of something (e.g. program). Sometimes called anecdotal or soft data.

Quantifiable Data/Information: Items of information that can be represented or converted into numbers. Sometimes referred to as hard data.

Quantitative Data/Information: Measurable types of information on the quantity of something. Expressed in numbers (e.g. scores).

Random Sample: Way to select individuals, items, or data so that all have an equal chance of being selected. Often used in evaluation to ensure equity and reliability.

Release Time: Incentive for employees to promote participation in education and or training programs where classes or training sessions can be attended during work time, often with pay (i.e. paid release time).

Reliability: Extent to which something (e.g. assessment tool) is of consistent quality and can be relied on when used several times.

Retention Rate: Used for classes and work. Tells how many participants the program has been able to successfully enroll and retain. High rates are often considered to be an indicator of program success and quality. Work retention is the percentage of hired employees that were retained over a period of time. Often reported on quarterly and annual basis. Important indicator of program success for some programs.

Return on Investment for Workplace Education Program: Benefits (very often financially) of program. High return on investment is important for some business/labor

partners in view of program institutionalization.

Scatter Diagram: Graphic representation of the relationship between two variables or types of information (e.g. attendance and achievement). Used to test the theory that variables might be related and to show what happens to one variable when another one changes.

Scientific Approach: Use of data collection to inform team-based decisionmaking in TQM/CI work organization.

Statistical Package for the Social Sciences: Commercial software package used by Massachusetts programs funded through the National Workplace Literacy Program to analyze program data.

Statistical Process Control: System to chart and analyze the production and service delivery process at several points along the way.

Summative Evaluation: Type of evaluation that sums up and summarizes the overall achievements of a program.

Syllabus: Way to organize objectives, content, methods, activities, materials, and timetable of a specific class or course. Several criteria can be used to organize the syllabus. Common are: tasks, notions, skills, situations, topics, issues, etc. Also See Course Outline.

Team-Based Management: Management practice where decision making about production and service delivery processes are made by teams that base their decisions on data they collected and analyzed collaboratively.

Total Quality Control (TQC): Predecessor of TQM. See TQM.

Total Quality Management (TQM): High-performance management approach/practice which is customer-driven and process-based. Employs a scientific and team approach to decision making. Often used interachangeably with Continuous Improvement.

Training (Program): Services that provide instruction in technical or job skills prior to and during employment.

Turnover Rate: Percentage of all hired employees that left their jobs over a period of time. Often calculated on a quarterly or annual basis. Decreased turnover rates are indiciators of program success for some programs.

Utilization Rate of Program: Often used as an indicator of program

quality. Rate indicates how many people are using the services of a program versus the total number of people who could benefit from the program.

Value-Added Idea/Outcome: Suggestion or idea that has led to substantial savings or improvements in production or service delivery processes. For some programs, value-added ideas or employee suggestions are viewed as an important outcome.

Waste (Rate): Scrap rate. Rejection rate. Tells the number or percentage of goods or services that did not meet minimum quality standards.

Work(er) Attendance/Absenteism: Worker attendance rates show the percentage of days attended. Absenteism rates show the percentage of days missed. Used by some programs as an indicator of program success.

Worker Education: Adult basic education opportunities for workers. Curriculum goals are not necessarily derived from workplace needs assessments. Opportunities of this type take place in any context - the workplace, the union hall, the community, etc. In Massachusetts these services are often found in union settings. Worker Education Programs use a holistic view of education. This view promotes the development of a wide range of skills, attitudes, and knowledge bases to achieve personal, as well as work-related goals.

Worker Literacy: see Worker Education.

Workforce Development: umbrella term that refers to all education and training initiatives that promote the enhancement of the skill levels of the current and future workforce.

Workplace Education: Umbrella term used to describe the field of education opportunities -- not training -- that promote the development of work-related basic skills/literacy skills. Curriculum is workplace-specific. Instruction is mostly offered at the worksite.

Workplace ESL/ESOL: Instruction in English at the workplace to speakers of other languages, very often with a work-specific focus.

Workforce Literacy: Literacy instruction that is not necessarily tied to a partiarticular workplace. Workforce literacy also includes opportunities for displaced workers to upgrade their skills to prepare for retraining or new employment.

Workplace Basic Skills: Umbrella term used to refer to the key skills needed at or in preparation for entry

into a particular workplace or the workforce. Several working definitions are used that sometimes contradict each other. Some are narrow and include only reading, writing, math, oral communication, and problem-solving. Others are broader and may include any of the following: oral communication, reading, writing, computation, math, problem-solving, analytical thinking, the ability to maintain self-esteem and self-manage, interpersonal and intercultural skills, the ability to self-direct learning and the ability to adapt to change, etc. The term "workplace basic skills" and "workplace literacy skills" are often used interchangeably.

Workplace Basic Skills Analysis: Process used to determine which basic skills are needed or will be needed to perform certain jobs, tasks, and workers. Formal methods include literacy audits and literacy job/task analyses.

Workplace Literacy Initiative: All initiatives used at a particular workplace to address the basic skills issues including educational opportunities and any additional organizational strategies.

Workplace Literacy Skills: See Workplace Basic Skills.

Workplace Literacy: Literacy instruction that ties literacy requirements to a particular workplace and its workers.